

Correlation of Instructional Reading Levels

Basal Levels	Developmental Rdg. Asmt.®	Rigby PM Benchmark Kit®	Reading Recovery®	Guided Reading® (Pinnell, Fountas)	Lexile levels (Read 180®)	Success For All® levels	DRP® Series of Reading	Domline Asmt. Portfolio
Kindergarten	A 1 2	1 2	1 2	A B	★	lessons 1-3 lessons 4-7		1 2
Pre-Primer	3 4 6-8	3,4 5,6 7,8	3,4 5,6 7,8	C D E		lessons 8-15 lessons 16-20 lessons 21-25		3 3 A/B 4
Primer	10 12	9,10 11,12	9,10 11,12	F G		lessons 26-31 lessons 31-37	30 - 41	5 5 A/B
1st grade	14 16	13,14 15,16	13,14 15,16	H I		lessons 38-43 lessons 43-48	30 - 45	6 6 A/B
2nd grade	18 20 24 28	17 18,19 20 21,22	18 20 24 28	J K L M		2.1 2.2	35 - 49	7 8 8 A/B 9
3rd grade	30 34 38	23 24 25	30 34 35	N O P		3.1 3.2	43 - 53	10 10 A/B 11
4th grade	40	26 27,28	40	Q R		4.1 4.2	47 - 55	12 12 A/B
5th grade	44	29 30	44	S-T U-V		5.1 5.2	49 - 57	13-14 14 A/B - 15
6th grade				W-X Y-Z			51 - 61	
7th & 8th grade					1000-1100		52 - 63	

All text levels are approximations subject to change over time; within each text level, some books will be more supportive while others more challenging.

ORAL READING FLUENCY NORMS Grades 1-8 2005

Compiled by Jan Hasbrouck, Ph.D. & Gerald Tindal, Ph.D.

GRADE	PERCENTILE	FALL	WINTER	SPRING
		WCPM	WCPM	WCPM
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
	SD		32	39
	Count		16950	19434
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
	SD	37	41	42
	Count	15896	18229	20128
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
	SD	40	43	44
	Count	16988	17383	18372
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
	SD	40	41	43
	Count	16523	14572	16269
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
	SD	45	44	45
	Count	16212	13331	15292

6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
	SD	42	45	44
	Count	10520	9218	11290
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
	SD	40	43	41
	Count	6482	4058	5998
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97
	SD	43	45	41
	Count	5546	3496	5335

WCPM: Words correct per minute

Table summarized from:

Behavioral Research & Teaching (2005, January). *Oral Reading Fluency: 90 Years of Assessment* (BRT Technical Report No. 33), Eugene, OR: Author.

Available at: http://brt.uoregon.edu/techreports/TR_33_NCORF_DescStats.pdf

Section 2: Selecting Texts

This section provides detailed descriptions of texts characteristic of each level. It is organized into ten categories:

1. **Genre/Form.** *Genre* is the type of text and refers to a system by which fiction and nonfiction texts are classified. *Form* is the format in which a genre may be presented. Forms and genres have characteristic features.
2. **Text Structure.** *Structure* is the way the text is organized and presented. The structure of most fiction and biographical texts is *narrative*, arranged primarily in chronological sequence. Factual texts are organized categorically or topically and may have sections with headings. Writers of factual texts use several underlying structural patterns to provide information to readers. The most important are *description*; *chronological sequence*; *comparison and contrast*; *cause and effect*; and *problem and solution*. The presence of these structures, especially in combination, can increase the challenge for readers.
3. **Content.** *Content* refers to the subject matter of the text—the concepts that are important to understand. In fiction, content may be related to the setting or to the kinds of problems characters have. In factual texts, content refers to the topic of focus. Content is considered in relation to the prior experience of readers.
4. **Themes and Ideas.** These are the big ideas that are communicated by the writer. Ideas may be concrete and accessible or complex and abstract. A text may have multiple themes or a main theme and several supporting themes.
5. **Language and Literary Features.** Written language is qualitatively different from spoken language. Fiction writers use dialogue, figurative language, and other kinds of literary structures such as character, setting, and plot. Factual writers use description and technical language. In hybrid texts you may find a wide range of literary language.
6. **Sentence Complexity.** Meaning is mapped onto the syntax of language. Texts with simpler, more natural sentences are easier to process. Sentences with embedded and conjoined clauses make a text more difficult.

7. Vocabulary. Vocabulary refers to words and their meanings. The more words in a text the reader understands, the easier the text will be. The individual's reading and writing vocabularies refer to words that he or she understands and can also read or write.

8. Words. This category refers to recognizing and solving the printed words in the text. The challenge in a text partly depends on the number and the difficulty of the words that the reader must solve by recognizing them or decoding them. Having a great many of the same high-frequency words makes a text more accessible to readers.

9. Illustrations. Drawings, paintings, or photographs accompany the text and add meaning and enjoyment. In factual texts, illustrations also include graphics that provide a great deal of information that readers must integrate with the text. Illustrations are an integral part of a high-quality text. Increasingly, fiction texts are including a range of graphics.

10. Book and Print Features. Book and print features are the physical aspects of the text—what readers cope with in terms of length, size, and layout. Book and print features also include tools like the table of contents, glossary, pronunciation guides, indexes, and sidebars.

Studying the text characteristics of books at a given level will provide a good inventory of the challenges readers will meet across that level. Remember that there are a great variety of texts within each level, and that these characteristics apply to what is generally true for texts at the level. For the individual text, some factors may be more important than others in making demands on the readers. Examining these text factors relative to the books you select for guided reading will help in planning introductions that help readers meet the demands of more challenging texts and process them effectively.

LEVELING

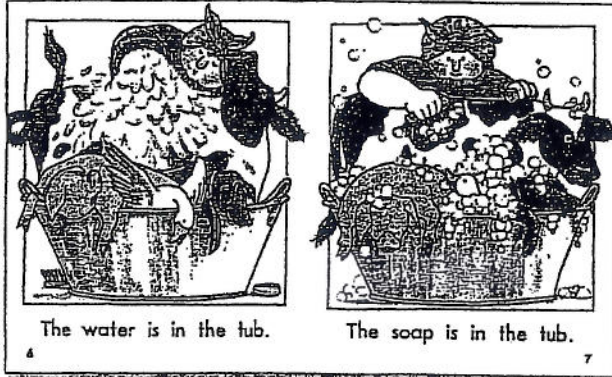
DRA levels A, 1-4

Early Emergent

Levels A B C D

Reader Profile

Early emergent readers are beginning to show an interest in books and how they are used. They are starting to focus on text and illustrations, and use memory and oral language structures while reading. They are developing the use of directionality of print, voice-to-print matching, and sound/symbol correspondence to aid reading unknown words.



Book Features

- Number of pages: generally 8, some 12-16
- Number of words: generally less than 90
- Number of lines per page: 1-4

Text Features

- Well-spaced large print
- Consistent text placement
- Some use of return sweep
- Some variety of punctuation
- Some captions with phrases in nonfiction books
- Some use of graphic organizers in nonfiction books

Illustration Features

- 1 illustration per page or spread
- Direct match of text and illustrations
- Illustrations support the story and reinforce left-right progression
- Story line found in text as well as illustrations

Language and Sentence Features

- Repetition of phrases, patterns, and familiar high-frequency words
- Some variations in sentence structure
- 1-3 or more word changes per page
- Most content words familiar
- Some use of past tense, inflected endings (-ing, -ed, -s)

Story Features

- Text is less predictable but supported by meaning and sentence structure
- Sentence structure may change on last page or every few pages
- Stories have a simple beginning, middle, and ending
- Surprise endings or twists

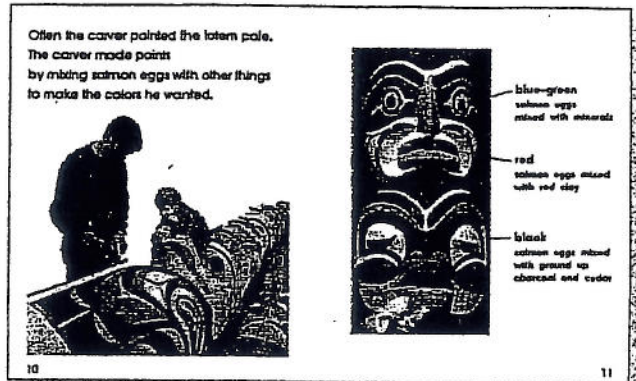
DRA levels 6-18

Upper Emergent

Levels E F G H I J

Reader Profile

Upper emergent readers have mastered directionality and one-to-one matching on multiple lines of print. They are becoming independent strategic readers. These students focus on the print using their knowledge of letters, sounds, and known word parts to solve print problems. Their understanding of language and story structures helps them gain meaning from print.



Book Features

- Number of pages: generally 8-16
- Number of words: less than 400
- Number of lines per page: average 3-8

Text Features

- Print size may vary from medium to small
- Variety of font and text placement
- Wide range of punctuation
- Table of contents, glossary, index, captions with phrases and/or sentences in nonfiction

Illustration Features

- 1 per page or spread
- Illustrations are detailed and provide moderate to minimal support
- Suggest sequence of events
- Confirm and support text and inform reader
- Detailed illustrations depict characters, setting, and events

Language and Sentence Features

- Frequent use of known and unknown high-frequency words
- 4 or more word changes and/or entire pattern changes
- Variety in syntax and word tenses
- Frequent use of multisyllabic and/or compound words
- Ample familiar vocabulary to promote fluency
- Vocabulary may require the use of context
- Some complex structures with compound sentences
- Use of descriptive and literary language
- Dialogue mixed with prose
- Some technical vocabulary in nonfiction

Story Features

- Moderately complex story structures with problem/solution emphasize
- Structure in book may change 2-3 times or on every page
- Clear story line and sequence of events
- Points of view found in story
- Sequential passages detail why something happened or how it was c
- Characters and events increasingly developed

LEVELING

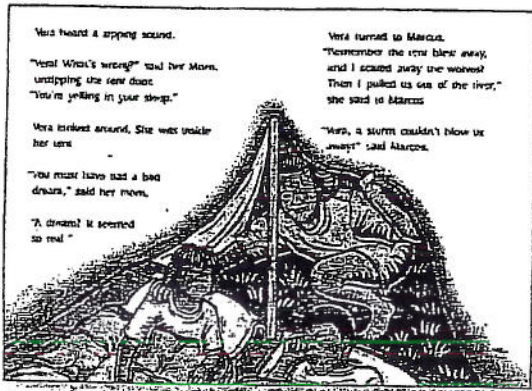
DRA levels 20-30

Early Fluency

Levels K L M N

Reader Profile

Early fluency readers are beginning to develop independence as readers by using multiple strategies while reading more complex sentence structures and stories. They consistently self-monitor and self-correct. They read aloud fluently and silently for meaning. These students decode unfamiliar words and are developing an understanding of literary elements.



Book Features

- Number of pages 16-24
- Number of words: less than 600
- Number of lines per page: usually one-half to a full page of text

Text Features

- Decreased print size
- Paragraphs are set off with some paragraphs indented
- Use of some chapter books
- Captions in nonfiction range from single word to compound sentences
- Italics used for new terms in nonfiction
- Wide variety of graphic organizers in nonfiction

Illustration Features

- 1 per spread and often not full page
- Extend and support the text and enhance plot
- Used to create interest
- Mix of illustrations, photos, diagrams, graphs, etc., in nonfiction

Language and Sentence Features

- More challenging high-frequency words introduced
- Specialized vocabulary embedded into text
- Use of literary language
- Use of idioms, similes, metaphors
- Complex sentence structures
- Frequent use of multiple phrases in one sentence
- Dialogue is prevalent

Story Features

- Complex sequences and events
- Characters and plots are becoming fully developed and interactive
- Conflict/resolution introduced
- Many episodes built around single plot
- Inference required to predict events
- Details are important to story
- Abstract themes may be used
- Details and literary elements key to story line
- Wide variety of text features and genres

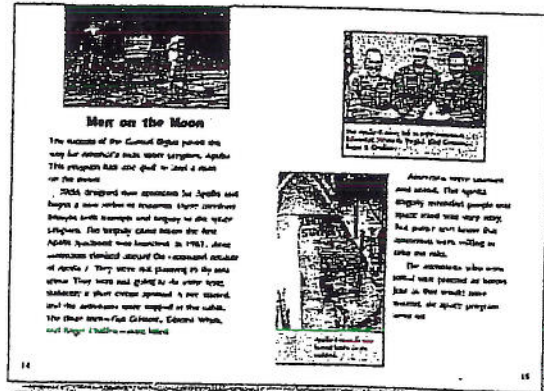
DRA levels 34-44

Fluency

Levels O P Q R S T

Reader Profile

Fluent readers use multiple reading strategies independently to read for information and enjoyment. They read a variety of genres and respond to literature and informational text at a deep level of understanding. They work cooperatively as part of literature circles. Reading is relevant, worthwhile, and personally rewarding.



Book Features

- Number of pages: 24-48
- Number of words generally less than 3000
- Number of lines per page: full page of text

Text Features

- Longer and more developed paragraphs and sections
- Paragraphs usually indented
- Decreased print size
- Many chapter books with two facing pages of text
- Captions may be full page with illustrations/photos

Illustration Features

- Generally one per spread
- Provide limited support, are used to create interest, enhance meaning, and convey information
- Specific details or concepts not always illustrated
- Mix of photos, illustrations, and graphic organizers on single spread in nonfiction
- In chapter books one-half to a quarter page and often only a few per book

Language and Sentence Features

- Challenging high-frequency words occur naturally in text
- Prepositional phrases often at beginning of sentences
- Use of descriptive and figurative language with elaboration and details
- Formal dialogue
- Varied syntax
- Complex sentence and language structures
- Multiple phrases in one sentence

Story Features

- Well-developed story structure
- Inference required to predict story line
- Comprehensive development of literary elements
- Well-developed and dynamic characters
- Complex characters and events
- Many new and unfamiliar concepts
- Details found in text

LEVELING

Fountas and Pinnell

Level A: (DRA Level A, 1)

1. Single idea or a simple story line
2. Direct correspondence between the picture and the text
3. Natural occurring syntactic language structure
4. Use this text to introduce word to word matching and locating known words.
5. Print appears at the same place on every page.
6. Print is clearly separated from the pictures.
7. Print is clear, easy to read and a full range of punctuation.
8. Ample space separates words.
9. High frequency words are repeated throughout text.
10. Most books have 1 to 4 lines of print (1 or 2 sentences) per page and picture

Level B: (DRA Level 2)

1. More words, core lines of print and greater range of frequently used vocabulary.

Level C: (DRA Level 3)

1. Still simple story lines and familiar topics.
2. 2-5 lines of text on a single page.
3. Little more emphasis is on text. Pictures still support text.
4. Print appears on both the left and right page. Pictures still separated from text.
5. Oral language structures are used and often repeated.
6. Frequently encountered words are used and often repeated.
7. Patterns and repetition are used. Some support prediction.
8. Children must closely attend to print at some point.
9. Sentences are longer and more words than at level B.

Level D: (DRA Level 4)

1. Stories are more complex, but stories are still within children's experience.
2. Pictures are still supportive, but attention to print is necessary.
3. Pages have 2-6 lines of print.
4. Vocabulary has more inflectional endings: ing, ed, s (more variations)

Level E: DRA Level 6-8)

1. Text is increasing
2. 3-8 lines of text per page. Text placement changes.
3. Repeated language patterns vary within the text.
4. Ideas in the story are more subtle and require more interpretation.
5. Illustrations support the text but contain several ideas.

6. Problem solving is needed to figure out new words.
7. Children should have skill in word analysis.
8. Text at this level build on and extend the children's vocabulary.
9. Texts may look easy but the ideas require more control of aspects. of print.

Level F: (DRA Level 10)

1. Text is longer and the print is necessarily somewhat smaller.
2. Usually 3-8 lines of text.
3. Pictures support text, but the text carries more of the meaning.
4. Story lines include more episodes and usually in chronological order.
5. Characters are more fully developed.
6. There is usually a defined beginning, middle and end.
7. Dialogue begins to appear, more variety in the way the story is presented.
8. More opportunity for word analysis.
9. Punctuation supports phrasing and meaning.
10. Literary language, structures, and concepts are mingled with natural language.

Level G: (DRA Level 12)

1. More challenging vocabulary.
2. 4-8 lines of text per page.
3. A greater range of content extends children's experiences.
4. Stories have more events; occasionally repetition is included into the episodic structure to support meaning.

Level H: (DRA Level 14)

1. Language and vocabulary more complex.
2. Stories longer and more literary.
3. Less repetition is the episodic structure.

Level I: (DRA Level 16)

1. Variety of texts, including some informative ones.
2. Story structure more complex.
3. Episodes more elaborate.
4. Illustrations low support, the extend the text and assist in interpretation.
5. Different points of view are presented.
6. Specialized, unusual and challenging vocabulary is evident.
7. Characters are memorable.
8. Many possibilities for comparisons with other texts.

Level J: (DRA Level 18)

1. Stories are longer and more complex. Subject is still of interest to children.
2. More genres: fiction, nonfiction, folktales, etc.
3. Beginning chapter books, 30-60 pages in length.

4. Children need to sustain interest over a period of time, because some books will not be able to be read at one sitting.
5. Children need to be aware of how characters reveal their personality or development through the way they speak.
6. This stage marks the beginning of 2nd grade reading.

Level K: (DRA Level 20)

1. Chapter like books with easy text to strengthen children's abilities to handle longer passages.
2. Pictures are still on every page or every other page.
3. Illustrations support the text.
4. The stories have multiple episodes related to a single plot.
5. Literary picture books previously read aloud to children can now be taken on as independent readings.
6. Much of the reading is now silent.
7. Oral reading may be done in group readings sessions. (Just particular parts of interest.)

Level L: (DRA Level 24)

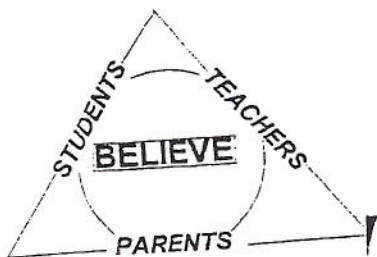
1. Texts are longer and have only a few illustrations.
2. Pictures provide much less support.
3. More characters are involved and more sophisticated language structure, more detail, and more description.
4. Text is smaller and spacing is narrower.
5. Reading is sustained over several days and is supported by group discussions during and after reading.
6. Reading is independent. May orally read parts for emphasis or interest.

Level M: (DRA Level 28)

1. Books are long with lots of text.
2. All have complex language structures and sophisticated vocabulary.
3. Highly detailed and descriptive.
4. Require more background knowledge.
5. Characters are involved in more complex and expanded plots.
6. Character development is prominent feature.

Level N, O, P, Q, R and S (DRA Levels 30, 34, 38, 40, 44)

1. These levels identify 3rd and 4th grade texts.



Reading Levels

Grade Level (Basal Level)	Fountas/Pinnell G.R. Levels	DRA* Levels	RR ** Levels	Rigby Literacy Levels	PM/PM Plus PM Benchmark Kit Levels	Rigby Catalog Levels
K (Readiness)	-	A	-	1		Emergent
K (Readiness)	A	1	1	2	Starters One ***	
K (Readiness)	B	2	2	3-4	Starters Two ***	Early
Grade 1 (Pre-Primer)	C	3	3-4	5	3-4 <i>Red</i>	
Grade 1 (Pre-Primer)	D	4	5-6	6	5-6 <i>Red/Yellow</i>	
Grade 1 (Pre-Primer)	E	6-8	7-8	7	7-8 <i>Yellow</i>	
Grade 1 (Primer)	F	10	9-10	8	9-10 <i>Blue</i>	
Grade 1 (Primer)	G	12	11-12	9	11-12 <i>Blue/Green</i>	
Grade 1	H	14	13-14	10	13-14 <i>Green</i>	
Grade One (late)	I	16	15-16	11	15-16 <i>Orange</i>	
Grade Two (early)	J	18	17-18	12	17-18 <i>Turquoise</i>	Early Fluent
Grade Two	K	20	19-20	13	19-20 <i>Purple</i>	
Grade Two	L	24	-	14-15	21 <i>Gold</i>	
Grade Two	M	28	-	16-17	22 <i>Gold</i>	Fluent
Grade Three	N	30	-	18	23 <i>Silver</i>	
Grade Three	O	34	-	19	24 <i>Silver</i>	
Grade Three	P	38	-	20	25 <i>Emerald</i>	
Grade Four (early)	Q	40	-		26 <i>Emerald</i>	
Grade Four	R		-		27 <i>Ruby</i>	
Grade Four (late)	S		-		28 <i>Ruby</i>	
Grade Five	-	44	-		29 <i>Sapphire</i>	
Grade Five	-		-		30 <i>Sapphire</i>	

January, 2000



Characteristics of Texts and Readers, Levels J-Z from Leveled Books for Readers

Please note: Text gradients are a range. Features that make one book a level "M", for example, may or may not be present in Level N or N.

*A book may be short and difficult or long and easy.

*The manner in which a text is introduced will influence how difficult or easy it will be for the reader to process.

Pages of interest:

*Page 13: Text Gradients

*Page 31: Questions to ask when selecting a text

*Pages 34-35: Factors related to text difficulty

*Page 49: Text analysis form

Levels J-M

Approximate Grade Level: 2-3

Characteristics of Reader: Making transfer to mostly silent reading

*Enjoy taking meaning from pictures but do not rely on them

*Noticing/interpreting graphic features of informational text

Teaching Strategies: Daily reading in continuous text

*Increase variety of reading and genre

*Show how informational text is organized

*Give clear explanation of unfamiliar vocabulary

Level J

Characteristics of Text: Short informational texts on familiar topics

*Easy narratives

*Short chapters (with and without titles)

*Characters are well presented but without change or development

*Simple plots

*Generally one or two characters

*Dialogue with speaker tags

*larger font

*Illustrations

*Frequently encountered words

Level K

Level K

Characteristics of Text: Chapter books are slightly longer

- *Short chapters
- *Illustrations are fewer and meant to enhance understanding
- *one or two characters with little development
- *Dialogue sometimes unassigned
- *Larger print
- *Greater variety in writing style
- *Concrete topics
- *Informational texts are more difficult because different concepts are presented on each page

Level L

Characteristics of Text: Chapter books are longer

- *More sophisticated plots
- *Character development and change in response to events
- *One or two characters
- *Vocabulary has new labels for familiar concepts
- *Illustrations are frequent but some pages do not have any
- *Layout is more difficult
- *Smaller font
- *Informational books are similar to Level K

Level M

Characteristics of Text: Many whole pages of text without illustrations

- *Illustrations are black and white or photographs
- *Longer chapters
- *Smaller print
- *Many multi-syllable and technical words
- *Informational text topics are varied
- *Technical terms are explained and/or illustrated

Overall: Length is an issue for sustained attention

- *Character development is a new concept

Levels N-S

Approximate Grade Level: 3-4

Characteristics of Reader: Self-extending

- *Learn more about reading by reading daily
- *Concentrate on deeper meaning
- *Fluent oral reading

Teaching Strategies: Maintain fluency

- *Increase variety of reading selections
- *Need help connecting new experiences to own world
- *Need lots of time to read

Level N

Characteristics of Text: Longer texts with variety of organization

- *Topics of informational text outside of reader's experiences
- *Chapter books have memorable characters that change in response to story events
- *Allow reader to feel empathy and suspense
- *Authors use wit and irony
- *Character information is revealed through actions, thoughts, and what others say
- *Informational texts have technical words, but are usually explained within the text.

Level O

Characteristics of Text: Multiple characters

- *Characters start to deal with serious problems
- *Wide variety of genre
- *Chapter books have between 50-200 pages
- *Few illustrations
- *Sophisticated vocabulary but within decoding control
- *Highly complex sentences

Level P

Characteristics of Text: *Informational texts and biographies have complex ideas on many topics

- *Technical language is evident
- *Characters in chapter books are concerned with issues relating to growing up, family relationships, and pre-adolescence
- *Detailed descriptions of settings
- **Require readers to sustain attention over several days
- *Length is less important than structural complexity, theme sophistication, and background experiences

Level Q

Characteristics of Text: Narrative texts have few illustrations

- *Cover illustration contribute to reader's anticipation
- *Illustrations on informational text carry a great deal of meaning
- *Chapter books have complex sentences, difficult vocabulary, some foreign language
- *Theme requires interpretation
- *Characters evoke empathy
- *Sophisticated humor, complex plots
- *Books are long
- *Mature themes

Level R

Characteristics of Text: Books represent a variety of times in history

- *Both fiction and nonfiction require reader to connect concepts and themes with political and historical events and environmental information
- *Sophisticated vocabulary requiring connotative shadings of meaning
- *Literary devices like simile and metaphor require background knowledge

Level S

Characteristics of Text: Complex ideas and information good for group discussion

- *Words present many shades of reading
- **Complex sentences and paragraphs which require rapid/fluent reading with attention to meaning and auto assimilation of punctuation
- *A lot of historical fiction/biography
- *Lots of opportunity for readers to make text-to-text connections

Overall: Strong reliance on background knowledge at these levels, especially for nonfiction

- *Length is not as important as language devices

Levels T-Z

Approximate grade level: 5-6

Characteristics of Reader: "Advanced"

- *Read quickly and pays attention to meaning
- *Automatic recall of most words
- *Have stamina for large amounts of reading and have good recall
- *Skim/scan for information
- *"Get lost" in books
- *Recognize and appreciate writer's craft
- *Enjoys fantasy
- *Realistic fiction has serious social issues

Teaching Strategies: Work with informational texts and how to integrate knowledge gained from graphs, ect.

- *Show organization of informational texts

IMPORTANT NOTE: Most books at levels Y and Z are not appropriate for elementary students because of subject matter.

Level T

Characteristics of Text: Chapter books are long with few illustrations

- *Reader must recognize character development and symbolism
- *Many sophisticated multi-syllabic words
- *Reader needs strong knowledge of political/historical events
- *Common themes: growing up, demonstrating courage, experience hardship/prejudice

Level U

Characteristics of Text: Information text illustrations require interpretation

- *Narrative texts are complex with plots and subplots
- *Texts have several themes with multidimensional characters
- *Presence of symbolism and abstract themes

Level V

Characteristics of Text: Biographies focus on harsh themes and difficult periods of history

- *Introduction of true science fiction
- *Realistic fiction/historical fiction writers conveys a significant message beyond the specific
- *Reader must think critically and appreciate writer's craft
- *Chapter books are 200-200 pages in length

Level W

Characteristics of Text: Themes that explore human condition

- *Fiction.nonfiction explore characters who suffer hardship and learn from it
- *Comprehending text requires awareness of social and political issues
- *Through texts, readers understand social problem at deeper levels
- *Fantasy/science fiction introduces heroic characters, moral questions, contrasts between good and evil
- *Informational texts present complex graphic information and requires wide range of content knowledge
- *Readers must understand all the basic nonfiction organizational structures

Level X

Characteristics of Text: Science fiction incorporates technical knowledge as well as high fantasy depicting quests and struggle between good and evil

- *Readers must go beyond literal meaning to fully understand use of symbolism and author's message

Level Y

Characteristics of Text: Subtle theme and complex thoughts

- *Explicit detail of social problems
- *Use of irony and satire
- *Fantasy depicts heroic figures and journeys
- *Reader must discern underlying lessons

Level Z

Characteristics of Text: Informational books deal with controversial social concepts and political issues

- *Large amount of technical information and encounters with complex examples of basic organizational structures of informational texts
- *Fiction texts explore range of mature themes relative to human condition
- *High fantasy contains heroic quests, symbolism, and complex characters
- *Some texts provide graphic details of hardship and violence

Overall: Books in these levels call for readers to use extensive background knowledge and variety strategies to process information in a variety of ways.

- *Also, texts can be read at several layers of understanding.
- *Many books in these levels can be challenging even for adults

Easy - Junie B Jones is a Beatty Stars guy M
Inst - Henry + Bezzus O
Hard - Reluctant Alice S-T
Easy - Amelias Boredom Survival Guide 450 L
Keena Ford + The second grade Mix up
I Am amber brown